

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2013–14



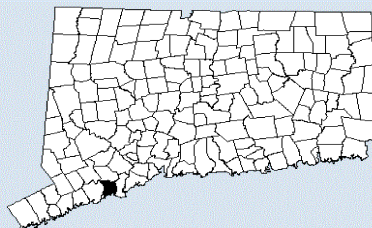
Bridgeport School District

Paul Vallas, Superintendent • 203-576-7302 • www.bridgeportedu.com/

District Information

Grade Range	PK-12
Number of Schools	39
Enrollment	20,929
Per Pupil Expenditures ¹	\$13,761
Total Expenditures ¹	\$287,886,998

¹Expenditure data reflect the 2012-13 year.



Community Information

[CERC Town Profiles](#) provide summary demographic and economic information for Connecticut's municipalities

Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)

[District and School Performance Reports](#)

[Special Education Annual Performance Reports](#)

[SAT®, AP®, PSAT® Report by High School \(Class of 2014\)](#)
(2014® The College Board)

Contents

Students.....	1
Educators.....	2
Instruction and Resources.....	2
Performance.....	4
Narratives.....	6

Notes

Unless otherwise noted, all data are for 2013-14 and include all grades offered by the district.

In most tables, data are displayed only for the three major race/ethnicity categories. For additional race/ethnicity categories, please visit [EdSight](#).

State totals are not displayed as they are not comparable to district totals.

Special Education tables reflect only students for whom the district is fiscally responsible.

* When an asterisk is displayed, data have been suppressed to ensure student confidentiality.

N/A is displayed when a category is not applicable for a district or school.

Students

October 1, 2013 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	9,987	47.7	48.3
Male	10,942	52.3	51.6
American Indian	75	0.4	0.2
Asian	581	2.8	4.6
Black or African American	7,856	37.5	12.9
Hispanic or Latino	10,191	48.7	21.2
Pacific Islander	21	0.1	0.0
White	2,112	10.1	58.4
Two or More Races	93	0.4	2.3
English Language Learners	2,696	12.9	5.7
Eligible for Free or Reduced-Price Meals	20,900	99.9	37.3
Students with Disabilities ¹	2,782	13.3	12.8

¹Students in this category are students with Individualized Education Programs (IEPs) only. This category does not include students with Section 504 Plans.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ²		Suspension/Expulsion ³	
	Count	Rate (%)	Count	Rate (%)
Female	2,027	21.1	1,130	11.2
Male	2,210	21.3	2,251	20.2
Black or African American	1,492	19.6	1,744	21.8
Hispanic or Latino	2,299	23.7	1,393	13.5
White	352	17.7	186	8.7
English Language Learners	592	21.3	324	11.4
Eligible for Free or Reduced-Price Meals	4,237	21.2	3,374	15.9
Students with Disabilities	752	28.4	649	21.3
District	4,237	21.2	3,381	15.9
State		10.8		7.4

Number of students in 2012-13 qualified as truant under state statute: 3,048

²A student is chronically absent if he/she misses ten percent or greater of the total number of days enrolled in the school year for any reason. Pre-Kindergarten students are excluded from this calculation.

³The count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

District Profile and Performance Report for School Year 2013-14

Bridgeport School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	1,107.3
Paraprofessional Instructional Assistants	100.0
Special Education	
Teachers and Instructors	217.0
Paraprofessional Instructional Assistants	255.0
Administrators, Coordinators and Department Chairs	
District Central Office	15.6
School Level	75.4
Library/Media	
Specialists (Certified)	15.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	72.5
Counselors, Social Workers and School Psychologists	112.4
School Nurses	28.7
Other Staff Providing Non-Instructional Services/Support	865.1

¹In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.

Educators by Race/Ethnicity

	Count	District Percent of Total (%)	State Percent of Total (%)
Asian	30	1.8	1.0
Black or African American	214	13.2	3.5
Hispanic	176	10.8	3.6
Native American	2	0.1	0.1
White	1,204	74.0	91.7

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	99.7
District Poverty Quartile: High	
State High Poverty Quartile Schools	97.8
State Low Poverty Quartile Schools	99.5

²Core academic classes taught by teachers who are fully certified to teach in that subject area.

Classroom Teacher Attendance: 2012-13

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	11.4	9.3

Instruction and Resources

11th and 12th Graders Who Enrolled in at Least Two Advanced Placement[®] or International Baccalaureate[®] Courses during High School³

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	35	9.1	81	17.2
Hispanic or Latino	36	9.7	82	18.1
White	9	11.7	9	10.2
English Language Learners	8	7.0	19	15.3
Eligible for Free or Reduced-Price Meals	87	10.1	184	17.4
Students with Disabilities	*	*	*	*
District	87	10.1	184	17.4
State		14.2		26.8

³Effective 2014-15, this calculation will also include students who participate in dual enrollment courses and two or more courses within a career and technical education (CTE) concentration.

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers⁴

	Count	Rate (%)
Autism	44	20.3
Emotional Disturbance	61	25.4
Intellectual Disability	10	7.5
Learning Disability	440	43.9
Other Health Impairment	216	44.7
Other Disabilities	34	18.0
Speech/Language Impairment	204	54.5
District	1,009	38.2
State		69.2

⁴Ages 6-21

District Profile and Performance Report for School Year 2013-14

Bridgeport School District

Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	217	1.0	1.4
Emotional Disturbance	240	1.1	1.0
Intellectual Disability	133	0.6	0.4
Learning Disability	1,005	4.6	4.2
Other Health Impairment	484	2.2	2.5
Other Disabilities	353	1.6	1.0
Speech/Language Impairment	383	1.7	1.9
All Disabilities	2,815	12.8	12.4

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	167	5.9	2.8
Private Schools or Other Settings	237	8.4	8.1

²Grades K-12

Overall Expenditures:³ 2012-13

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	169,092,617	8,393	8,769
Instructional Supplies and Equipment	6,753,796	335	275
Improvement of Instruction and Educational Media Services	4,697,396	233	487
Student Support Services	18,587,192	923	965
Administration and Support Services	26,857,775	1,333	1,600
Plant Operation and Maintenance	27,629,861	1,371	1,472
Transportation	15,105,275	703	786
Costs of Students Tuitioned Out	18,234,133	N/A	N/A
Other	928,953	46	178
Total	287,886,998	13,761	14,642

Additional Expenditures

Land, Buildings, and Debt Service	69,524,091	3,451	1,434
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³Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2012-13

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	20,996,771	32.1	35.6
Noncertified Personnel	10,153,879	15.5	14.5
Purchased Services	1,218,302	1.9	5.0
Tuition to Other Schools	15,905,846	24.3	21.4
Special Ed. Transportation	7,527,168	11.5	8.5
Other Expenditures	9,536,616	14.6	14.9
Total Expenditures	65,338,582	100.0	100.0

PK-12 Expenditures Used for Special Education	22.7	21.9
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Expenditures by Revenue Source:⁴ 2012-13

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	17.0	18.3
State	76.0	73.1
Federal	6.3	7.8
Tuition & Other	0.7	0.8

⁴Revenue sources do not include state-funded Teachers' Retirement Board contributions, vocational-technical school operations, SDE budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Correction).

District Profile and Performance Report for School Year 2013-14

Bridgeport School District

Performance

District Performance Index (DPI)

A District Performance Index (DPI) for the Connecticut Mastery Test (CMT) and the Connecticut Academic Performance Test (CAPT) is the test performance of all subjects tested in the respective assessment for all students in the district. The DPI ranges in value from 0 to 100 points. Connecticut's ultimate target for a DPI is 88 because in a district with a DPI of 88 or above, students will have performed at or above the 'goal' level on the majority of tests. Detailed reports of CMT and CAPT assessment results are available at www.ctreports.com. School and District Performance Reports produced by the Connecticut State Department of Education (CSDE) are also available online.

CMT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	52.4	50.7	52.8	51.3	.	.	.	.
Hispanic or Latino	53.5	52.9	54.4	52.4	.	.	.	.
English Language Learners	35.9	33.8	34.5	32.1	.	.	.	.
Eligible for Free or Reduced-Price Meals	54.6	53.7	55.3	53.7	.	.	.	.
Students with Disabilities	25.5	23.7	27.5	29.0	.	.	.	.
High Needs	54.5	53.6	55.2	53.7	.	.	.	.
District	54.8	53.6	55.5	53.7	.	.	.	.

CAPT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	35.7	38.0	39.7	35.9	.	.	.	.
Hispanic or Latino	33.5	38.6	38.2	38.1	.	.	.	.
English Language Learners	20.3	22.8	22.9	20.1	.	.	.	.
Eligible for Free or Reduced-Price Meals	36.0	40.7	40.4	38.2	.	.	.	.
Students with Disabilities	11.8	10.6	12.0	12.5	.	.	.	.
High Needs	35.9	40.7	40.3	37.9	.	.	.	.
District	36.7	40.7	40.5	38.4	.	.	.	.

2013 National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

READING	Grade 4	Grade 8	Grade 12
Connecticut	43%	45%	50%
National Public	34%	34%	36%
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45%	37%	32%
National Public	41%	34%	25%

¹NAEP is often called the "Nation's Report Card." It is sponsored by the U.S. Department of Education. This table compares Connecticut's performance to that of national public school students. Performance standards for state assessments and NAEP are set independently. Therefore, one should not expect performance results to be the same across CMT/CAPT and NAEP. Instead, NAEP results are meant to complement CMT/CAPT results.

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	81.9	76.1	78.2	46.9	4,431	78.6
Curl Up	82.0	84.5	82.3	57.1	4,431	82.6
Push Up	64.1	68.6	67.8	53.1	4,431	66.6
Mile Run/PACER	64.8	69.4	62.1	32.7	4,431	65.0
All Tests - District	43.1	44.9	43.2	18.4	4,431	43.4
All Tests - State	50.2	50.7	50.3	53.9		51.1

²The Connecticut Physical Fitness Assessment (CPFA) is administered to all students in Grades 4, 6, 8 and 10. The health-related fitness scores gathered through the CPFA should be used to educate and motivate children and their families to increase physical activity and develop lifetime fitness habits.

³Only students assessed in all four areas are included in this calculation.

District Profile and Performance Report for School Year 2013-14

Bridgeport School District

Cohort Graduation: Four-Year¹

	2012-13				2013-14
	Cohort Count ²	Rate (%)	Target ³ (%)	Target Achieved	Target ³ (%)
Black or African American	530	70.9	71.7	No	73.9
Hispanic or Latino	550	61.3	57.7	Yes	61.3
English Language Learners	170	58.2	58.9	No	62.4
Eligible for Free or Reduced-Price Meals	*	*	66.2	Yes	69.0
Students with Disabilities	180	50	46.0	Yes	50.8
District	1,229	67.3	66.0	Yes	68.8
State ⁴		85.5			

¹The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years. Statewide, district and school results for cohorts of 2010 through 2013 are [available online](#).

²Cohort count includes all students in the cohort as of the end of the 2012-13 school year.

³Targets are calculated when there are at least 20 students in a cohort in the base year (i.e., 2010-11).

⁴Targets are not displayed at the state level.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam⁵

	Participation ⁶	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	71.1	109	11.0
Male	60.0	69	7.4
Black or African American	67.7	51	6.0
Hispanic or Latino	63.5	91	11.0
White	60.6	23	13.9
English Language Learners	64.0	23	9.6
Eligible for Free or Reduced-Price Meals	65.7	178	9.3
Students with Disabilities	33.8	*	*
District	65.7	178	9.3
State	72.9		37.6

⁵College readiness exams and benchmark scores are as follows:

- SAT® - composite score of 1550 or higher
- ACT® - meets benchmark score on 3 of 4 exams (benchmark score varies by subject)
- AP® - 3 or higher on any one AP® exam
- IB® - 4 or higher on any one IB® exam

⁶Participation Rate equals the number of test-takers in 11th and 12th grade divided by the number of students enrolled in those grades, as a percent.

Sources:

SAT® and AP® statistics derived from data provided by the College Board.

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ACT® statistics derived from data provided by ACT, Inc.

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IB® statistics derived from data provided by the International Baccalaureate Organization.

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College Entrance and Persistence

	Class of 2013	Class of 2012
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	62.3	81.5
Male	48.8	81.9
Black or African American	59.3	81.5
Hispanic or Latino	49.0	79.4
White	62.5	81.5
English Language Learners	41.4	91.7
Eligible for Free or Reduced-Price Meals	56.0	81.6
Students with Disabilities	41.0	62.5
District	56.0	81.6
State	72.7	88.5

⁷College entrance refers to the percent of high school graduates from the year who enrolled in college any time during the first year after high school.

⁸College persistence refers to the percent of students who enrolled in college the first year after high school and returned for a second year (Freshman to Sophomore persistence).

Source: National Student Clearinghouse

District Profile and Performance Report for School Year 2013-14

Bridgeport School District

Narratives

School District Improvement Plans and Parental Outreach Activities

The Bridgeport Public Schools' District Improvement Plan was created by a cross section of stakeholders and provides a roadmap for five Theories of Action that support: cultivating a learning community, implementing rigorous curriculum, systematizing protocols for intervention and enrichment, cultivating strong partnerships with stakeholders and providing academic excellence and emotional intelligence through a supportive Board of Education.

The district had an extensive review of Special Education programs and services conducted that analyzed the allocation of resources, the effectiveness and efficiency of special education processes, the impact of the learning environment and communication with parents, staff and the community. This analysis framed the development of a three year strategic plan of improvement and includes initiatives such as: enhanced Individual Education Plan development, extensive professional development for paraprofessionals and certified staff and the expansion of transition services.

The reduction of truancy and chronic absenteeism is a priority for the district. Multiple approaches have been implemented including targeting staff efforts, communicating with families, developing and expanding extracurricular activities such as the middle school intramural sports program, teaming with community agencies and technology enhanced monitoring of attendance and actions to address absences.

The district sponsored Parent Center supports all families by providing a variety of resources, training and enrichment programs. The Parent Center supports literacy development by sponsoring four culturally diverse read alouds annually, book clubs for adults and children, a lending library and the Spanish reading program Lee y Seras. They also work directly with Home School Coordinators, who are the link between the home and family in each school and provides them with tools to cultivate parent engagement and enrichment. Parents are supported to hold leadership positions in the district through programs such as the Parent Leadership Training Institute and the People Empowering People program. The Parent Center offers monthly workshops that range from financial literacy to PowerSchool and college planning.

Through the district's membership in the National Network of Partnership Schools, schools are provided with tools and a framework to support parent engagement activities and district staff provides support to School Governance Councils and Parent Advisory Councils to improve parent engagement and help plan school improvement. The district also allocates resources to the schools for events such as academic nights, typically in Literacy and Mathematics, where parents learn strategies to support their child's learning at home.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Efforts to reduce racial, ethnic and economic isolation include the expansion of interdistrict magnet school opportunities in Bridgeport for over 900 students during the 13-14 school year. Four new high schools opened and an existing magnet school expanded its grade level offerings to students.

The Bridgeport Public Schools continuously develops and seeks minority educator recruitment opportunities. Our Human Resources Department recruits from colleges throughout the United States and Puerto Rico and aggressively pursues the hiring of our own student teachers and student interns. The district has developed a paraprofessional to teacher program and is a member of the Connecticut State Department of Education's Minority Recruitment Team. The district realized a 25% increase in minority teacher and administrator placements during school year 13-14.

With the expansion of one intradistrict magnet school and four interdistrict magnet schools, the district also implemented an aggressive technology plan that provided Smartboards for all grades four through eight and secondary classrooms. Laptops or Chromebooks are provided for all students in grades 7 through 12. The district had over 200 students participate in regional learning programs such as Global Studies and the Regional Center for the Arts. The district sponsored its first College Awareness Day for students in grades 8 through 12 and all students had the opportunity to take either the ReadStep, PSAT or SAT College Board assessments. The district partners extensively with institutions of higher learning, community based groups and others to offer over 500 students a range of educational experiences and over 300 secondary students participated in an early college experience that provided them the opportunity to gain college credit while still enrolled in high school.

District Profile and Performance Report for School Year 2013-14

Bridgeport School District

Equitable Allocation of Resources among District Schools

The Bridgeport School District is committed to the equitable distribution of fiscal resources across all schools. Since 2012-13, a School-based Budgeting Model, grounded in accountability and empowerment at the school level, has been in effect. The Budgeting Model has two (2) parts: (1) a position allocation, comprised of equitable, uniform staffing formulas, built on student registers and student needs; and (2) a discretionary operating allocation, designed to enable schools to purchase basic supplies and services and, through effective fiscal management, derive discretionary resources. With district support, schools engage in on-line processing for budget transfers and procurement.

The CFO leads individual allocation webinars with the principals in order to apply the Allocation Model and review the process for school organization and staffing, in preparation for the new school year. The conferences are attended by staff representing the various departments in the district. During the webinar, school-specific needs are discussed, and verified data are taken into account in applying the allocation formulas, within the context of the equitable model.